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What To Do At Recess

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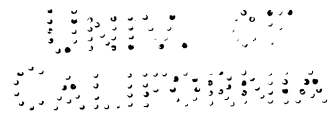
A Folk Dance in the School Yard

WHAT TO DO AT RECESS

BY

GEORGE ELLSWORTH JOHNSON

SUPERINTENDENT OF THE PITTSBURG PLAYGROUND ASSOCIATION
AUTHOR OF "EDUCATION BY PLAYS AND GAMES"



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U. N. S.

PREFACE

Once upon a time the citizens of a certain city were greatly interested in the nurture and training of children, and when the question arose as to whether they should build a great public school or open a playground, it was decided to open a playground. Now it came to pass, in the course of years, that the citizens of that city advanced so far beyond the rest of the human race that, in all the centuries since, the nations that have gone on building public schools and neglecting to open playgrounds have not been able to catch up with them even to this day.

This is fact, not fancy. At seven years of age the Athenian lad entered the palæstra, which was essentially a playground. All the first and better half of the day was spent in gymnastics, dancing, games, and play. In the afternoon there was singing, some writing (the beginners wrote in the sand box or in sand strewn upon the ground), some reading, all in the open air, and then came a long period of play again. Such was the schooling of the Greek lad up to the age of ten or eleven, and it did not differ essentially up to the age of sixteen, except in the

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severity of the exercises. And yet the world has not ceased to marvel at the results of the Greek education. It produced the highest type of man, physically and intellectually, that the world has ever seen, which Galton says was as far in advance of the modern Englishman as the modern Englishman is in advance of the native African. In physical beauty, courage, and patriotism, in philosophy, literature, architecture, and art, the Greeks have been the unsurpassed models of the ages, and are still the inspiration of our schools to-day. But they placed the emphasis upon hygiene, exercise, games, and play, which we neglect, if not ignore.

We have reversed the order of importance in education as it was observed by the Greeks. The Greek education was essentially a playground education, and the education most nearly approaching it to-day is that supplied by the playgrounds of America. To that classic demonstration of the educational value of the playground has been added in our day an avalanche of testimony from biology, physiology, anthropology, and sociology. Of the $10,000,000 playgrounds of Chicago, President Roosevelt says: "They are the greatest civic achievement the world has ever seen."

While we would not, if we could, return to the educational methods used in Athens, yet is it not strange that, in their continued worship of Greek

culture and the results of Greek education, our schools should so sadly neglect that feature of our public school education which, almost alone of all our complicated system, bears any resemblance whatever to that of the Greeks, the playground?

This book may encourage and help some teacher to make a better use of the recess and the playground. If it does, I shall rejoice, and I believe that teacher will rejoice with me, that the book was written.

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WHAT TO DO AT RECESS

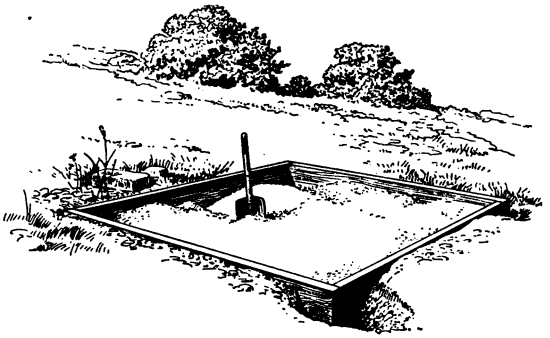
I

In the first place, have a recess. All need it, particularly the bad boy, more particularly still the good but anæmic girl. And the teacher needs it, in a certain sense, more than they. Nothing will so strengthen her hands in all her work as entering with heartiness and real joy into the play life of her pupils.

If you are a primary teacher, have a twenty-minute recess both morning and afternoon. If you do not know just what to do, never mind. You will know a number of good things if you will stop and think for a moment. Remember children love to dig, build, climb, slide, swing, run, and throw things. You know quite a little about all these activities, which really suggest a pretty good repertoire of plays and games for primary children.

Let us start with the digging. Get the janitor to make a sand box in a corner of the yard or next to the school building. This box may be nothing more than four planks, perhaps eight inches wide, set

edgewise on the ground and nailed together at the corners. This should be filled with moist building sand. You will not need to tell the children what to do with the sand. More likely you will think that sand was made for children and children for sand. Children know almost as well what to do with sand as fishes know what to do with water. It will be a very good thing to provide a few toy spades and



SAND BOX

pails. Blocks in the shape of bricks, but smaller, will add greatly to the possibilities of the sand pile. These blocks may be obtained at slight expense from any carpenter shop. Merely as a suggestion, a picture of a city sand box is shown on page 3. Of course the box is too crowded. Children ought to do more with a sand pile than simply stir up the sand. Given space enough, some blocks, and miscellaneous material, the

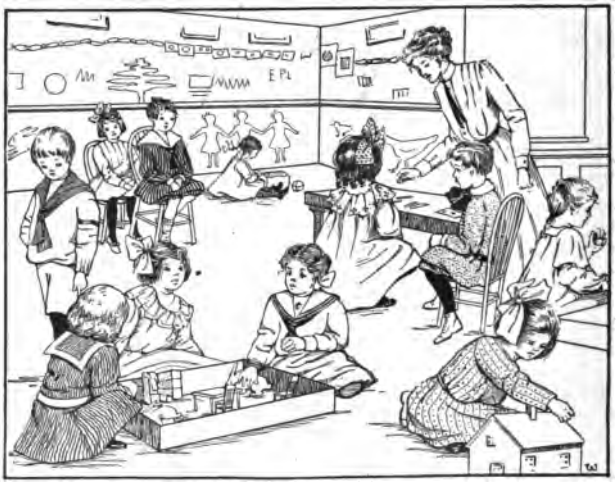
children will begin to build wonderful things — mountains, hills, valleys, river systems, lakes, fields, farms, railway systems, tunnels, telegraph lines, churches, public buildings, and air castles — in the sand. The picture of a small indoor sand box, page 4,

A City Sand Box

is more suggestive of what things may be done. To show how a sand pile may stimulate play ideals and evolve until the element of sand may almost entirely disappear, a picture is reproduced on page 5 from Hall's "Story of a Sand Pile." If you will only

get a sand pile for your children, you will bless the day you did it.

Children love to throw. If you have the money, buy a few soft balls. If you have not, make some bean bags, or get somebody else to make them for you. Many church societies are looking for just such



FREE PLAY IN THE KINDERGARTEN

work. If all else fails, have a sewing bee for teachers and children and make the bags. This will be good fun for the teachers, and especially for the children. It will be a good social training also, by the way.

If you have done this much, you will want to do more, because your school work will have grown so

much easier. You will begin to remember what *you* used to play, and you will think of many things to do. Probably your children will ask if they may bring their dolls, their carts, their reins, and other toys to school, and you will say, "Yes, of course, bring them."

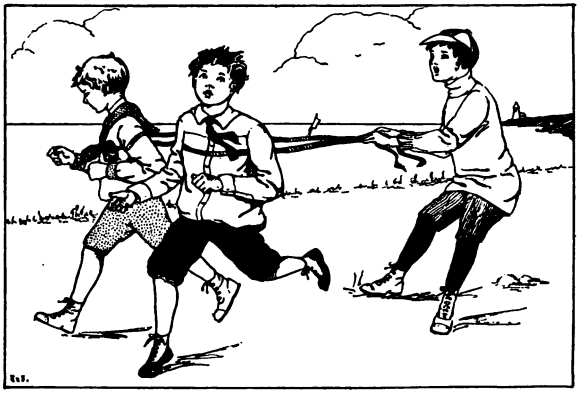
This will start many different plays and games,

THE SAND PILE

particularly dramatic and imitative plays, like horse, train, expressman, fire engine, conductor, house, school, cowboy, Indian, and many others, without very much effort on your part.

Children love to climb. If there is any fence or shed or tree in the school yard, the climbing has

already begun, unless you have forbidden it. If it is not proper for children to climb on what there is in the yard, then it is a religious duty to provide something that is proper for them to climb on. It would not cost much to have the local carpenter (perhaps the janitor could do it) make a ladder and fix it to a rough frame so that the children could climb up and



DRAMATIC GAMES, "PLAYING HORSE"

then slide down. On this frame or another could be attached a climbing pole or a rope, perhaps also flying rings and a swing.

You will begin to think of the tag games you used to play, like Wood Tag, Puss in the Corner, Drop the Handkerchief, Cat and Mouse. You can play tag games in a very small school yard, in fact in

your own school room, but playing out of doors is much better. Suppose now (to make everything perfectly clear and to give you no excuse for not doing it) — suppose you have fifty children in the first grade; I hope you have only thirty, but to leave no excuse we will say fifty. At recess you go out in the yard. You have a little space you call your own,

AN EVOLUTION FROM THE CELLAR DOOR

perhaps no larger than thirty by forty feet. This is just the place to play Drop the Handkerchief, Come with Me, How Do You Do, Cat and Mouse, and many other games. The way you play Drop the Handkerchief — but of course you know how to play that game. If you don't, you must humble yourself

as a little child and ask your children to teach you, for some of them surely know it. Come with Me is something like Drop the Handkerchief. The children all stand in a circle. One runs around the outside of the circle and slaps somebody on the back. The one slapped runs in the opposite direction. When the two runners meet they clasp hands, swing

CAT AND MOUSE

once around, and race for the vacant place. This game is varied by having the children bow when they meet, shake hands, and say "How do you do" three times. It is then called How Do You Do. The game is sometimes called Slap Jack.

Cat and Mouse is a good game for a small yard. The children form a circle, holding hands. The mouse is inside of the circle and the cat outside.

The cat tries to catch the mouse. The players let the mouse run out or in, but they try to hinder the cat by holding their arms in front of her. When the mouse is caught she has to be the cat and another mouse is chosen.

Another good game is The Boiler Burst. All gather around the catcher, who tells a simple story, finally introducing the words "the boiler burst." At

FLAG RACE

these words all run to a given line or goal. Whoever is caught before reaching the goal must be the next catcher.

There are some simple races which are great fun for primary children. Girls at this age can run as well as boys and sometimes beat them. The Flag Race is a good game for even a small playground. Have the children in as many lines as may be

convenient, each line facing a child who has been selected to mark the end of the course. Each child has a small flag, and when a signal is given the children standing at the head of the lines run and place their flags in the hands of the child marking the end of the course, returning as quickly as possible to touch the one standing next in line, releasing her for the run. The returning runner passes down to the foot of the line, which meantime advances one

BEAN BAG GAME

step so as to bring the child at the head of the line always at the same distance from the goal. The line which first deposits all its flags in the hands of the child who is to receive them wins.

These racing games may be greatly varied, and a teacher with your ingenuity can very easily adapt many racing games to the children and the space.

There are many ball games you can play on a

small playground. But your little folks are not quite ready for genuine ball playing. They can toss and throw and catch a little and play School Ball, Bean Bags, and the like. A good game with bean bags can be played as follows. Get two boxes, one perhaps a foot and a half square and the other somewhat smaller. Fasten the smaller inside the larger. Set the boxes up at an angle and let the children throw

DUCK ON THE ROCK

bean bags into them. Each child should throw three bags. It counts more to throw a bag into the smaller box than into the larger one.

Then there is Duck on the Rock. Only get a soap box for the rock and bean bags that you made at the bee for the ducks. The one who is "it" places his duck on the rock. The others throw their ducks from a given line in an attempt to knock the

catcher's duck off the rock. The catcher tries to tag any one who picks up his duck to run back for another throw. If he succeeds in tagging any one before he can cross the line, the one tagged must be "it," but the catcher must replace his duck on the rock if it is knocked off, before he may tag any one.

Then children love to dance and sing. Of course, when a child, you used to play London Bridge, Jenny

LONDON BRIDGE

Jones, and some other of the old, traditional singing games, half dance, half ceremony, half drama, half game, and half several other of life's traditions (like the pedigree of the Dutchman's dog) handed down by many, many generations of children in play. These you will call to mind, or learn of some kindergarten teacher, or perhaps of your children. And soon you will rejoice at hearing happy children's voices

singing Farmer in the Dell, Did You Ever See a Lassie, Gathering Nuts in May, As I Was Walking Down the Street, I Went to Visit a Friend One Day, Round and Round the Mulberry Bush, and others.

But perhaps you will not yet be content and you will wish to have your children know some of the beautiful old folk dances.

There is the simple Swedish Tailor Dance, the sweet Danish Greeting, the pretty Swedish Carrousel, the Bohemian Komarno, and the French Chimes of Dunkirk. If you know them not, and there is no teacher near who can teach you, why not ask some worthy Swedish, Danish, Bohemian, French, German, Slovak, or other mother to teach you? It will bring you into new relations with the parents of your children, and won't they take a pride in teaching "teacher"!

Now, to put all the suggestions together in a few lines and in convenient form for reference, the following list is added:

SUGGESTIVE LIST OF PLAYS, GAMES, AND FOLK DANCES, FOR PRIMARY AND KINDERGARTEN CHILDREN

DRAMATIC GAMES: bird, horse, fire engine, train, house, school, conductor, policeman, expressman, Indians, cowboys, "acting-out" stories, and the like.

BALL GAMES: rolling, tossing, bouncing, kicking games; School Ball; One Old Cat; Bean Bags; and like games.

WHAT TO DO AT RECESS

RUNNING GAMES: horse races, bean-bag races, clothespin races; Drop the Handkerchief; Cat and Mouse; Tag; Flag Race; Hoop Race; Puss in the Corner; How Do You Do; Skip Away; Fox and Farmer; Numbers Change; Birds.

SINGING GAMES: London Bridge; Farmer in the Dell, Looby Loo; I Put My Right Hand In; Oats, Peas, Beans; Did You Ever See a Lassie; Gathering Nuts in May; Walking to the Garden Wall; As I Was Walking Down the Street; Soldier Boy; On the Bridge; Meeting and Greeting; The Young Musician; I Took a Walk One Evening; I Went to Visit a Friend One Day; Round and Round the Mulberry Bush; Round and Round the Village.

DANCES: Maypole Dance; Tailor's Dance (Swedish); Greeting (Danish), Grandma's Old Sparrow (Swedish); Carrousel (Swedish); I See You (Swedish); Shoemakers' Dance (Danish); Strasak (Bohemian); Komarno (Bohemian); Mother's Little Pigs; Chimes of Dunkirk (French); Hopp Mor Annika; Kull Dance (Swedish).

MISCELLANEOUS: Follow the Leader; Blind Man's Buff; Free Play; in the sand with blocks, with toys; climbing, swinging, jumping, wrestling, and the like; Duck on the Rock (with bean bags); Ring Toss; Jump Rope; Tops; Hoop Rolling; Kites; Jackstones.

II

But perhaps you are a teacher in the intermediate grades and you are not quite so brave about playing with your children as primary teachers are. Don't you fear. Your children love to do all the things that the primary children love to do, but in a little different, older, more skillful way. Perhaps they have outgrown the sand pile, as too limited for their manly powers, but I doubt it a little if only the sand pile has evolved as it might under your wise and pedagogical supervision. (Supervision means giving your children a chance, not formal direction.)

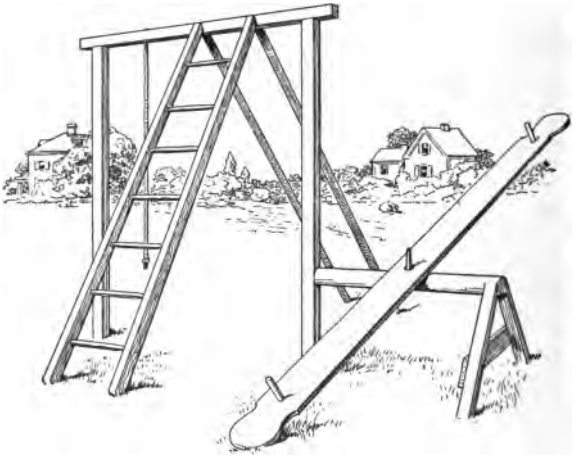
There ought to be some simple apparatus for girls and for boys to climb on, swing on, slide on; but if you can't have it, never mind.

Very likely your school has a yard for boys and a yard for girls, so that you can have two playgrounds instead of one. That is fortunate, for although there are still a number of games which boys and girls in the intermediate grades can play together, on the whole they play better separated.

Let us begin with baseball games. Girls ought to play ball a little. Tossing, catching, School Ball, and One Old Cat are all good games for girls. School

Ball is played with a leader who tosses the ball to each player in turn, each returning it to the leader. The game can be varied greatly.

One Old Cat is a very simple ball game, and is played with a soft ball and a small bat, so that little space is needed and there is no danger. There is



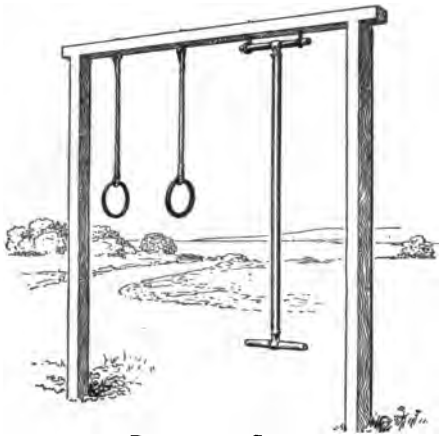
INEXPENSIVE APPARATUS

one batter, one pitcher, and one catcher; all the rest are fielders. There is no base running. The batter is out when a fly is caught or a third strike. If the third strike is muffed, the batter has three strikes more. When the batter is out the catcher becomes batter, the pitcher catcher, and so on.

Two Old Cat has two bases and two batters.

Batters are put out in the usual way. When a batter is out the players move up as in One Old Cat.

So much for baseball games for girls. For boys, Long Ball, Indoor Baseball (played outdoors), Playground Ball; and, of course, if there is room, Baseball may be added. Long Ball and Indoor Baseball may



RINGS AND SWING

be played after a fashion in any small playground. Long Ball is much like Two Old Cat, and Indoor Baseball like the old game of Baseball with "spottings" allowed; that is, a runner may be put out by being hit with the ball. Boys know how to adapt baseball games to the space as a good tailor cuts the garment to the cloth, when he has to. If it is not

safe to use regular baseballs and bats let the boys use soft balls and small bats.

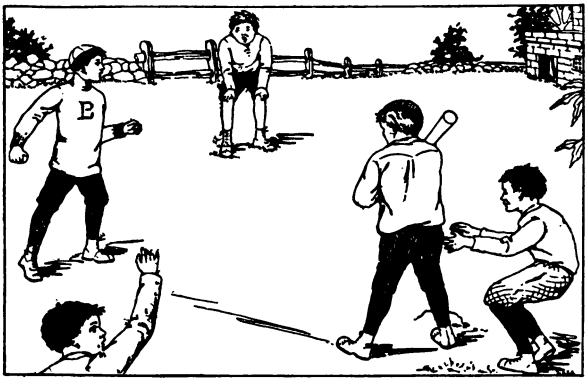
The game of Long Ball is played with any convenient number of players. The pitcher and catcher take the usual positions; the other players scatter indifferently about the field. The batter endeavors to bat the ball as in Baseball. All hits are fair.

SCHOOL BALL

When a batter hits the ball or has had three strikes (whether the third strike is caught or not), he runs to "long base," which is placed some forty or fifty feet from the home plate. A batter is out when hit by a thrown ball or tagged between bases and when a fly is caught. Any number of runners may be on long base at a time. Every runner getting home scores for his

side. The side at bat is retired when three men are out or when there is no one left "home" to bat.

You ought to know some running games. When you were ten or twelve years of age you played all kinds of running games, Tag, Hill Dill, Prisoner's Base, Bull in the Ring, and many others. You can easily adapt some form of Tag to the space you have,

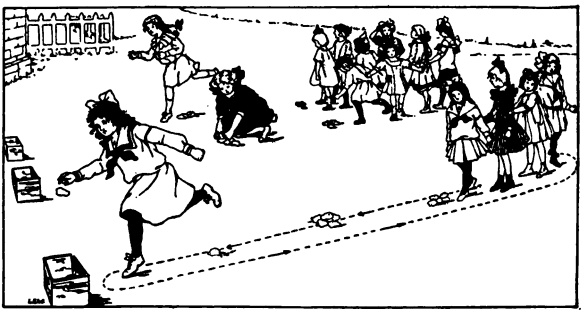


A Ball Game

—Wood Tag, Stone Tag, Hang Tag, Hopping Tag, the names of which suggest well enough to your fertile mind some way of playing them.

Hill Dill is a good game. Two lines mark the goals. Anywhere between these lines a child may be tagged. One is selected catcher and stands at one of the lines. All the other players stand just beyond the other line in the neutral space. The

catcher says, "Hill Dill, come over the hill, or I'll come over for you." At these words all attempt to run across the space between the lines without being tagged. If the catcher tags any one he must be a helper. The catchers take their places again at the other side of the field, and the cry is repeated and the game continued until all are caught. The first one caught becomes catcher in the new game.



RELAY POTATO RACE

Then there are the races. The immemorial Potato Race can be run anywhere. Of course anything else is as good as potatoes,—chalk, marbles, stones, buttons. Any number of children consistent with the space may run at a time. If you turn the race into a relay, all your children can run even on a very small playground. This is the way to manage it: Line up the runners as in the Flag Race, the leader of each column toeing a line which marks the beginning of

the course. At the other end of the course place a basket or a box, or draw a circle upon the ground. In front of each line of runners place several piles of potatoes at convenient distances apart, each pile containing as many potatoes as there are runners in each line. At the signal the runner at the head of the line starts to place a potato from each pile in the basket or circle provided. When he has done this he returns and touches the runner who is now at the head of the line (which meantime has advanced one place so that the boy at the head toes the line mentioned above), releasing him for the race. This continues until all have run and all the potatoes are in the basket or circle. The line finishing first wins.

When space is limited, races may be extemporized in various ways, as jumping races, hopping races, three-legged races, and the like. Three Deep is a good game for limited space. One player is chosen tagger and another runner. The other players form two deep in concentric circles. The tagger chases the runner around and in and out the circles. When the runner is hard pressed he takes position in front of one of the other players, making a column three deep. Thereupon the outer player in that column becomes the runner. When a runner is tagged he becomes tagger and the tagger runner.

The singing games mentioned for primary children continue during this period.

What has been said already about folk dancing applies here. A few additional dances will be mentioned below. You will be amazed to see how much interest will be manifested by foreign-born parents, if you will bring the matter to their attention, and you will be delighted at their ready help if you ask it.

Under miscellaneous games you will have great opportunity to exercise your ingenuity. Just keep in mind that at this period boys particularly, but girls also, love to try their powers in all matters of speed, strength, and the cruder kinds of skill. No end of exercises may be adapted so as to call out their interest, through emulation, as in running, jumping, chinning the bar, climbing a rope, jumping rope, throwing at a mark, wrestling, and the like.

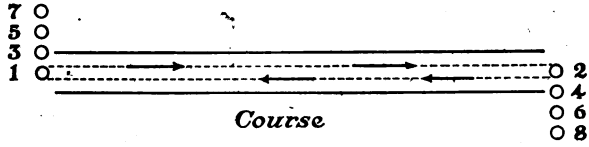
Among the track and field events suitable at this age are the Sixty-Yard Dash, Relay Race, Standing Broad Jump, Running High Jump, Running Broad Jump. These races can be run in the street if there is not space in the yard. The other events can be conducted in a very limited space. For the jumping, dig up the soil; or, if this is not allowed, the boys can make some mats out of burlap and straw or hay. Jumping standards can be easily made by the boys.

Here is a good opportunity to begin class or group athletics. The object of class or group athletics is to get everybody in the class to participate, the good, bad, and indifferent runners and jumpers alike. In these

games or contests that group, class, or school wins whose average attainment per pupil is best. For example, instead of pitting the best jumpers of one school against the best jumpers of another school, all, or nearly all, must jump, and the victory goes to the school which has the best average. Some good events for group athletics are running, jumping, chinning, and throwing (for accuracy).

The following are several ways of conducting the running contests. The distance, forty, fifty, sixty or more yards, according to the age of the pupils, is agreed upon. Each runner is timed separately and the average computed; or the runners may be arranged somewhat after the manner of a relay race, and the running be kept continuous until all in the group have run. This can be done as follows:

One half of the runners is arranged at one end of the course and one half at the other, thus:



At the signal, number one runs the length of the course, touching number two at the other end. Number two instantly runs the length of the course and touches number three, who meantime has stepped into the place left by number one. This continues until all

have run. There should be a judge at each end of the course to see that starts are fairly made. The timer notes the total time it takes each group to run, dividing by the number of runners in the group to get the average. This is a more interesting race to watch than the first. If space permits and two teams are run at the same time, the race is very exciting.

Another way to manage the contest is to arrange all the runners of a group at one end of the course. The timer stands at the finishing line and starts the first runner by raising a handkerchief slowly and bringing it down quickly, at the same time starting his watch. As the runner comes down the course the timer stands with uplifted handkerchief and lowers it at the instant the runner crosses the finishing line, thus starting the second runner, who meantime has stepped to the starting line ready for the signal. This continues until all have run.

The jumping contests may be conducted as follows: The players are lined up in the order in which they are to jump. Each player is given from one to three trials, as may have been agreed upon. If more than one trial is given, the best jump is measured and the record kept. When all have jumped, the total of the individual records divided by the number jumping gives the average for the group.

Sometimes the contest becomes more interesting if each jumper of one group is followed by a jumper

of another group. The constantly changing total for each side should be announced, or scored where all may see.

Sometimes boys like to manage the contest in this way: The first boy jumps. An opponent toes the mark made by the first boy's heel and jumps in the opposite direction. If he jumps beyond the first "toeing" line, his side is gaining. The total distance won or lost by each group is thus constantly shown by the distance the last "heeling" line is in front or back of the first "toeing" line.

In the chinning, or pull-up, contests each player in turn takes hold of a horizontal bar, or the round of an inclined ladder, and hangs at full length of arms with feet free of support. He then lifts himself until his chin comes over the bar. This counts one pull-up. After each pull-up the player must lower himself the full length of his arms, keeping the feet free from support, before he makes another trial. The total number of pull-ups divided by the number of boys in the group gives the average.

In the contests in throwing it is usually better, on account of the smallness of school yards, to make the test one for accuracy rather than one for distance. A net or cloth three feet square may serve as a mark approximating the convenient reach of a young baseman. The distance should vary according to the age of the boys, from 90 feet to 130 feet, approximating

the distance between home base and first base, or between home base and second base of a baseball diamond. Each player in turn throws a baseball from the required distance at the square, three trials being allowed. If the ball lands fairly on the square it counts a successful throw. The total number of successful throws divided by the number of boys in the group gives the average.

The girls should be given a chance at nearly all the games and sports mentioned. Remember, however, that girls should develop towards speed, grace, and skill, rather than towards strength, and that personal encounter, while very desirable for boys under close supervision, may be entirely out of place for girls.

SUGGESTIVE LIST OF PLAYS, GAMES, AND FOLK DANCES FOR INTERMEDIATE CHILDREN

BASEBALL GAMES: School Ball; Three Old Cat; Long Ball; Playground Ball; Indoor Baseball.

FOOTBALL GAMES: Kicking Football; American Football; Socker Football; modified Rugby Football.

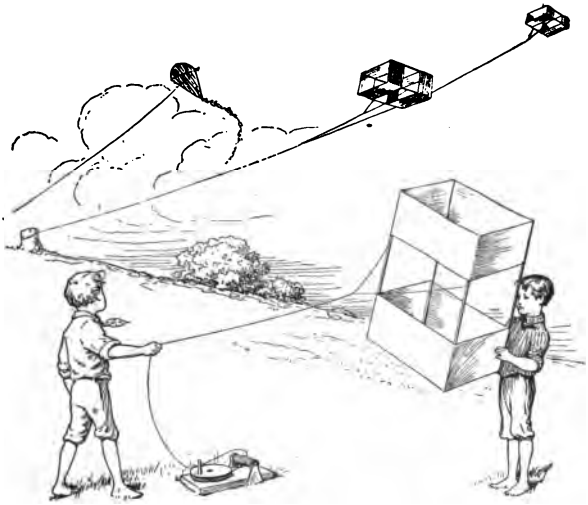
RUNNING GAMES: Tag; Hill Dill; Prisoner's Base; Dare Base; Drop the Handkerchief; Come with Me; Bull in the Ring; Sheep Fold; Fox and Farmer; Fox; Cross Tag; Three Deep; Flag Race, Relay Race, Potato Race, Jump Race; Numbers Change; Little Hare; Tommy Tiddler's Ground; Where 's Your Shepherd?

SINGING GAMES: London Bridge; Farmer in the Dell; Looby Loo; I Put My Right Hand In; On the Bridge; I Took a Walk One Evening; The Gay Musician; Greeting and Meeting; Round and Round the Village; Did You Ever See a Lassie?

DANCES: First of May (Swedish); Oxdans (Swedish); Reap the Flax (Swedish); Mountain March (Norwegian); Washing Clothes (Swedish); May Pole Dance; Bleking; Lott ist Todt (German).

MISCELLANEOUS: Duck on the Rock (with bean bags); Rolly-Pooly; Spud; Dodge Ball, Corner Ball, Keep Ball; Grace Hoops; Center Base; Jump Rope; Jackstones; Kite Flying; Jumping; Wrestling; Stick Wrestling; Tumbling; "Stunts"; Blind Man's Buff; Tops; Tipcat.

TRACK AND FIELD EVENTS (boys ten to twelve years of age): Sixty-Yard Dash; Relay Race (four boys each to run 220 yards); Running Broad Jump, Running High Jump, Standing Broad Jump.



AIRSHIPS

III

Do not think, if you are a grammar-school teacher, that you do not need to consider the play life of your pupils. Your girls especially need to have their play supervised, perhaps even more than at any previous age, and your boys certainly require the best play opportunities that you can give them. If you are a woman, you especially need the advantage that would come to you by interesting yourself in the play of your pupils. If you are a man, you will forfeit opportunity, prestige, and power if you do not.

Your pupils are old enough to organize, and it will be well for them to organize in their efforts to secure some simple apparatus, such as bars, rings, ladders, swings, teeter ladders, standards, etc. By all means encourage organization for the conduct of individual athletics (mentioned on page 22) and for the conduct of group athletics (mentioned on page 23). This organization may take the form that suits the size of school, age of pupils, and other local conditions. It will be found helpful to elect captains and lieutenants to look after the practice of their respective groups in preparation for the group contests. A good captain will often greatly improve the average of his team.

When an athletic meet is contemplated, the following officials are recommended by Mr. J. E. Sullivan: games committee, to look after details in general, the chairman of which represents the committee at the meet; referee, who decides upon all questions relating to rules; starter, who should be provided with a 22-caliber revolver and blank cartridges; clerk of course, and assistants, whose duty it is to get contestants out for their events; inspectors, who act as assistants to the referee; judges at finish, who must judge in which order the runners finish; field judges, who measure for the field events; timers; scorers; announcer; marshal. (See Spalding's Athletic Library, Group 12, No. 331, "School-Ground Athletics"; also Group 12, No. 313, "Public Schools Athletic League Handbook.")

Very likely many of the boys already belong to some boyishly organized ball teams. By all means encourage ball playing. If the yard is not suited to ball playing, perhaps there could be at least a base and backstop, so that the boys could practice pitching and batting. If it is dangerous to use a hard ball, much fun and profit can be got out of a soft playground ball. One can almost always fall back upon Indoor Baseball, Two Old Cat, Round Ball, and other modified Baseball games, if a small bat and soft ball are used.

In the fall, passing and kicking a football may be

indulged in with little danger to windows or anything else. Boys often play very simple Football games when limited as to space, without goals, and often without even a football. The same may be said of Basket Ball, but it is a very simple matter to set up two old hoops somehow for Basket Ball goals.

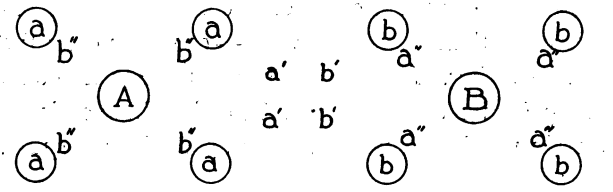
Many of the suggestions previously made in regard to singing games may be recalled here. The races are of especial interest. Much can be made of group or class contests of various sorts, as previously suggested.

While the girls will be much interested in the singing games and the folk dances suggested below for this period, they should by no means be denied the running games, simple Baseball and Basket Ball games, and the use of the apparatus.

Among the miscellaneous games mentioned below, Volley Ball and Captain Ball will be of great interest to the boys, and especially to the girls. A brief description of these games is given.

Captain Ball is played as follows: Two captains choose sides of any convenient number of players. One or more players of each side occupy the central portion of the field and are called runners. One half of the remaining players, including the captains, occupy circles or bases, and one half guard corresponding circles or bases of the enemy as shown in the diagram on the opposite page.

The ball (a basket ball or other large ball) is put in play by being tossed up in the center of the field between two opposing runners. The object is to pass the ball to one of the basemen and from the baseman to the captain, thereby scoring a point. The guards endeavor to intercept the ball and to pass it to one of their own men. Runners have the freedom of the field outside the circles. The basemen may not leave their circles but may advance one foot beyond the



A = captain a = baseman a′ = runners a″ = guards
B = captain b = baseman b′ = runners b″ = guards

CAPTAIN BALL

boundary. A foul by one side forfeits the ball to a baseman of the other side. Fouls are declared when a baseman leaves his base, for holding a player, running with the ball, kicking or handing a ball, snatching or holding a ball. The side scoring the larger number of points wins.

Volley Ball is played as follows: Two sides of any convenient number of players are chosen. The court should be about fifty feet by twenty feet, but a smaller court may be used. A net (a strip of old canvas or

cheesecloth would do) is stretched across the middle of the court. A player serves the ball from the rear line of the court over the net and into the enemy's field. The ball must be returned before it strikes the ground. Batting upward with the palm of the hand only is permitted. A failure to return the ball in this way over the net and into the enemy's field counts one for the other side. A faulty service — that is, serving the ball under the net, or so that it touches the net, or out of the opponent's court, or striking the ball more than once in serving — counts one for the side receiving. If a player touches the net it counts one point for the other side. The side first scoring a certain number of points agreed upon wins the game.

SUGGESTIVE LIST OF PLAYS, GAMES, AND FOLK DANCES FOR GRAMMAR AND HIGH SCHOOL PUPILS

BASEBALL GAMES: Long Ball; Playground Ball; Punch Ball; Indoor Baseball; Kick the Ball; Playground Cricket; Baseball.

FOOTBALL GAMES: Kicking Football; American Football; Socker Football; modified Rugby Football; Football.

RUNNING GAMES: Cross Tag; Hill Dill; Prisoner's Base; Three Deep; Relay Race, Flag Race, Potato Race; Day and Night.

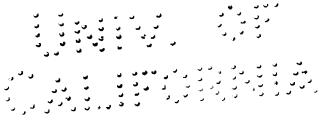
SINGING GAMES: London Bridge; Zum Zum in the Garden.

DANCES: Tarantella (Italian); The Crane (Hungarian); Csardas (Hungarian); Jig (Irish); Maypole Dance (English); Comarinskaia (Finnish); Harvest; Mountain March

(Norwegian); Scotch Reel; Morris Dance (English); Fjalnaspolska (Russian); Hungarian Solo (Hungarian).

MISCELLANEOUS: Leap Frog; Jumping Race; Circus; Jump Rope; Medicine Ball, Mount Ball, Volley Ball, Captain Ball, Straddle Ball; Jumping; Boxing; Tumbling; Wrestling; "Stunts"; Street Hockey; Kite Flying; Grace Hoops; Basket Ball.

TRACK AND FIELD EVENTS (boys thirteen to fifteen years of age): Eighty-Yard Dash, Relay Race (four boys each to run 220 yards), Three-Legged Race; Putting Eight-Pound Shot; Running Broad Jump, Running High Jump; Hop, Step, and Jump. (Boys sixteen to eighteen years of age): 100-Yard Dash, 220-Yard Dash, 880-Yard Run; Running High Jump, Running Broad Jump; Putting Twelve-Pound Shot; Relay Race (four boys each to run 440 yards); Hop, Step, and Jump; Hurdle Race.



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